



July 30, 2019

DIVISION MEMORANDUM

No. 452, s. 2019

**ADMINISTRATION AND SUBMISSION OF RESULTS OF THE RO7-EARLY GRADE
MATHEMATICS ASSESSMENT TOOL (RO7-EGMAT)**

To: Assistant Schools Division Superintendent
Chiefs, SGOD & CID
Education Program Supervisors
Public Schools District Supervisors/OICs
Secondary and Elementary School Heads

1. Enclosed is Regional Memorandum No. **0387**, s. 2019 entitled "**Administration and Submission of Results of the RO7-Early Grade Mathematics Assessment Tool (RO7-EGMAT)**", dated July 23, 2019, for information and compliance.
2. Immediate and wide dissemination of this Memorandum is directed.


RHEA MAR A. ANGTUD, Ed.D., CESO VI
Schools Division Superintendent 

Dr. Rodomio




JUL 23 2019

REGIONAL MEMORANDUM
No. 0387, s. 2019

Administration and Submission of Results of the RO7-Early Grade Mathematics Assessment Tool (RO7-EGMAT)

To: Schools Division Superintendents

1. This Office, through the Curriculum and Learning Management Division (CLMD), directs all schools to administer the contextualized Early Grade Mathematics Assessment utilizing the RO7-Early Grade Mathematics Assessment Tool (RO7-EGMAT)
2. The tool aims to measure the numeracy and mathematics skills of the early grade learners (Grades 1-3). The data generated from the assessment will be used as basis for intervention for the continuous improvement of both the teachers and learners. Likewise, results will also determine the needed support at the national, regional, division and district levels.
3. For proper guidance and reference of all concerned, enclosed are the following documents:
 - Enclosure No. 1- Guidelines on the Utilization of RO7-EGMAT
 - Enclosure No. 2- Administration of RO7-EGMAT Timeline
 - Enclosure No. 3- Process Flow in the Submission of Results
 - Enclosure No. 4- RO7-EGMAT Forms (1A, 1B, 2, 3, 4A, 4B, 5A, 5B)
 - Enclosure No. 5- Passing Score for each RO7-EGMA Task per Grade Level
4. For effective implementation, Guidelines on the Utilization of RO7-EGMAT shall be strictly observed.
5. All forms must be properly filled in, accomplished and submitted to the respective offices following the timeline.
6. Immediate dissemination of, and compliance with this Memorandum is directed.


SALUSTIANO T. JIMENEZ, LIB., CESO V
 Assistant Regional Director
 Officer-in-Charge
 Office of the Regional Director

STJ/MJCD/carj
CLMD '19

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 Quality Assurance Division (QAD), Tel. Nos.: (032) 231-1071 Human Resource Development Division (HRDD), Tel. No.: (032) 255-5239
 Education Support Services Division (ESSD), Tel. No.: (032) 254-7062 Planning, Policy and Research Division (PPRD), Tel. Nos.: (032) 233-9030;
 414-7065 Administrative Division, Tel. Nos.: (032) 414-7326; 414-4367; 414-7366; 414-7322; 414-4367
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" EGA 2015: Karapatan ng Lahat, Pananagutan ng Lahat "

Guidelines on the Utilization of RO7-Early Grade Mathematics Assessment Tool (RO7-EGMAT)

I. Rationale

Basic to functional numeracy is a strong foundation in Mathematics during early grades. Numeracy is the ability to reason and to apply simple numerical concepts. Being numerate means being able to reason with numbers and other Mathematical concepts to apply these in a range of contexts and to solve a variety of problems. However, the Department of Education Regional Office VII is challenged by the lack of solid information about student learning outcomes in Mathematics particularly in the early grades that are evidenced-based drawn from a contextualized assessment tool.

The DepEd RO7 – Early Grade Mathematics Assessment Tool (RO7-EGMAT) is an adaptation from DepEd Central Office EGMA Tool Kit, a product of the collaboration of many different countries of the international mathematics education community funded by the Research Triangle Institute (RTI) of the United States Agency for International Development (USAID). The RO7-EGMAT is an assessment intended for Grades One to Three Mathematics learners across region 7.

The tool aims to measure the numeracy and mathematics skills of the early grade learners. The data generated from the assessment will be used as basis for intervention for the continuous improvement of both the teachers and learners. Furthermore, results will also determine the needed support at the national, regional, division, and district levels.

II. Scope

The scope of the guidelines shall cover all public schools, however, the participation of private schools which are duly accredited by any of the recognized accrediting agency under the umbrella of the Federation of Accrediting Agencies of the Philippines (FAAP) in Region 7 to the administration of the RO7-EGMAT is optional. There shall be at most 5 learners to be assessed by a trained assessor per day within the timeline.

III. Definition of Terms

Assessor- is a DepEd personnel (teacher, school head or supervisor) who has been trained to administer EGMA following the standard procedures for test administration.

EGMA- Early Grade Mathematics Assessment is an assessment of early mathematics learning with an emphasis on numbers and basic operations.

Numerates- refer to the learners who pass the specific tasks required per grade level.

Non-numerates- refer to the learners who do not pass the specific tasks required per grade level.

RO7-EGMAT- is a contextualized instrument used to determine numerates and non-numerates.

IV. Guiding Statement

The Department of Education Region Office 7, hereby introduces these guidelines for uniform utilization of Early Grade Mathematics Assessment Tool (EGMAT) in schools across the region. This tool shall be orally administered to Grade 1 learners at the end of the school year while for Grades 2 and 3 shall be at the beginning and at end of the school year.

V. Procedures

For effective implementation on the utilization of the RO7-Early Grade Mathematics Assessment Tool, the following guidelines shall be strictly observed.

1. Roles and Responsibilities

1.1 Regional Level

- 1.1.1 Leads in the conduct of the Regional Training of Trainers on the utilization of RO7- Early Grade Mathematics Assessment Tool (RO7-EGMAT).
- 1.1.2 Provides technical assistance to the schools divisions to ensure strict compliance with the guidelines of EGMAT.
- 1.1.3 Makes sure that all schools divisions have the complete set of materials.
- 1.1.4 Conducts monitoring and evaluation on the implementation and utilization of the RO7- EGMAT.
- 1.1.5 Does other related works.

1.2 Division Level/District Level

- 1.2.1 Supervises the School Heads in the conduct of the orientation-workshop with the teachers on the administration of the RO-7 EGMAT.
- 1.2.2 Provides technical assistance and capacity building to schools in the utilization of the RO7-EGMAT.
- 1.2.3 Conducts monitoring and evaluation on the implementation of EGMAT to ensure appropriate provision of technical assistance and intervention programs based on the gathered data.
- 1.2.4 Does other related works.

1.3 School Head:

- 1.3.1 Prepares an action plan for the implementation of RO7- EGMA.
- 1.3.2 Supervises the administration of the tool.
- 1.3.3 Allocates budget for the supplies and materials in the reproduction, administration, intervention, and enhancement activities needed from Division/School MOOE/SEF and other local funds.
- 1.3.4 Conducts monitoring and evaluation on the implementation of RO7-EGMAT to ensure appropriate provision of technical assistance and intervention programs based on the gathered data.
- 1.3.5 Does other related works

1.4 Adviser/Assessor:

- 1.4.1 Administers RO7- EGMA to all Grades 1 to 3 learners.
- 1.4.2 Ensures that materials per task are complete;
- 1.4.3 Organizes the room or space where the assessment activity will take place.
- 1.4.4 Provides data, results and analysis of the assessment to the school head.
- 1.4.5 Designs and implements the intervention plan for the identified non-numerates.
- 1.4.6 Does other related works

2. The RO7-EGMA Tool

The RO7-EGMA Tool is developed in Sinugbuanong Binisaya to be used in all the Grades 1-3 learners of region 7. The primary skills assessed in the contextualized EGMA are described below.

Primary skills assessed in the RO7-EGMAT

Sub-task	What is Assessed
Oral Counting	ability to rote count
Rational Counting	ability to count with one-to-one correspondence
Number Identification	ability to identify written number symbols
Number Discrimination	ability to identify which number is greater in a given pair
Missing Number	ability to discern and complete number patterns
Addition Level 1	ability to apply basic addition facts with some level of automaticity and fluency
Addition Level 2	ability to use and apply procedural addition knowledge to solve addition problems at increasing levels of difficulty
Subtraction Level 1	ability to apply basic subtraction facts with some level of automaticity and fluency
Subtraction Level 2	ability to use and apply procedural addition knowledge to solve subtraction problems at increasing levels of difficulty
Word Problems	ability to use operations of addition and subtraction to solve a given problem
Geometric Pattern Completion	ability to discern and complete geometric patterns
Geometric Visualization	ability to visualize and discern shapes

VI. Monitoring and Evaluation

The region shall conduct monitoring and evaluation to the SDOs during the baseline and endline administration and utilization of the tool to ensure full implementation and adherence to the standard procedures in the administration. A standard tool shall be used to monitor and evaluate the program implementation.

Immediately upon completion of the administration, results shall then be consolidated by school, by District, and then by the SDO thru the EPS in Mathematics.

Implementation of the Action and Intervention Plans shall be monitored by the EPS in Mathematics and the respective PSDSs.

VII. References

Early Grade Mathematics Assessment (EGMA) Tool Kit

DepEd Order # 29 s. 2018

DepEd Order # 57 s. 2015

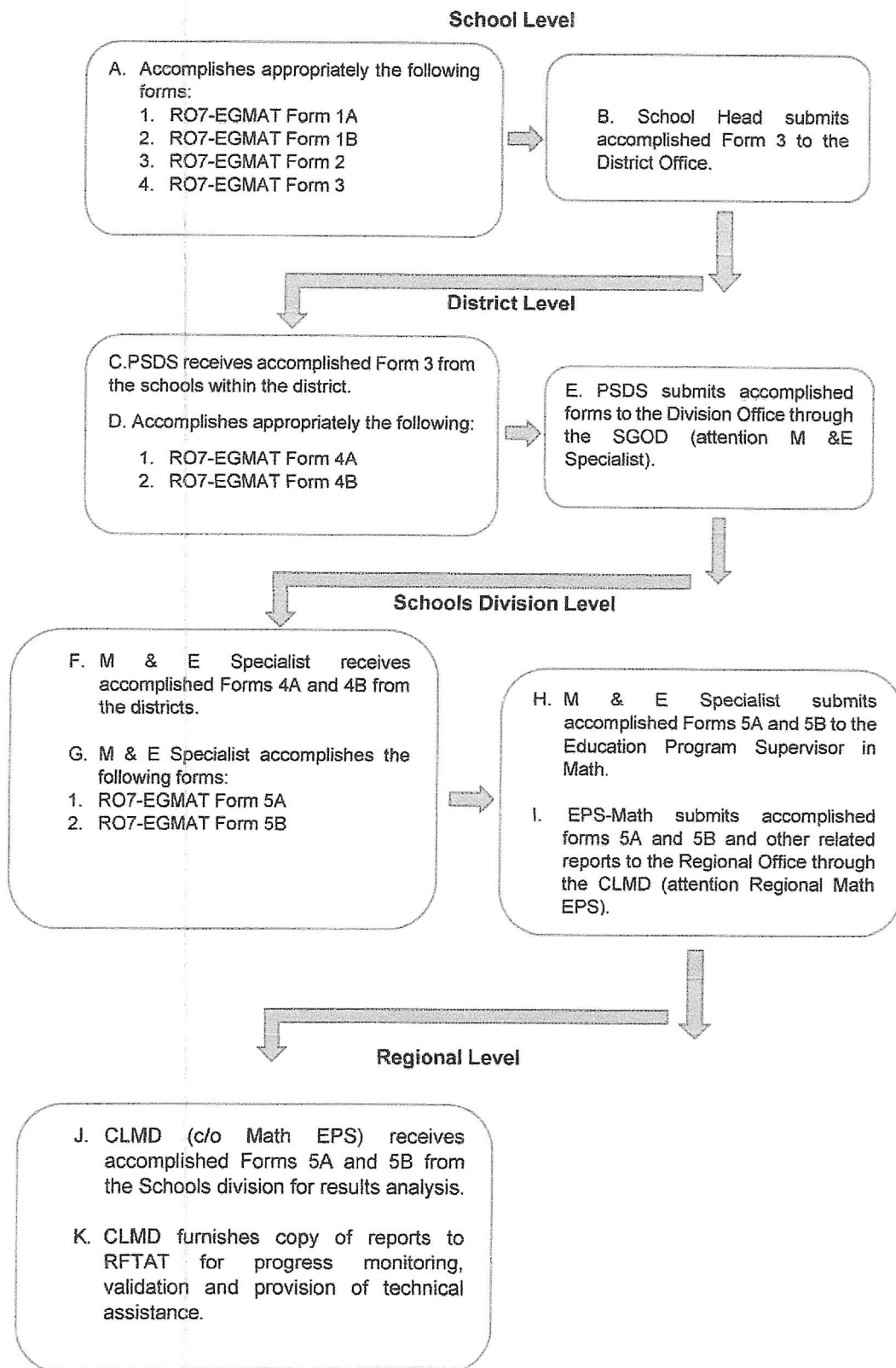
VIII. Effectivity

These guidelines shall take effect beginning SY 2019-2020 and shall remain in force unless repealed or rescinded.

**Administration of RO7-EGMAT
(Timeline)**

Month	Activities	Remarks
January	Implementation of the Intervention Plan/Enhancement Program	Progress Monitoring, provision of Technical Assistance can be done within the school year
February	Administration of EGMAT (End Line) (To be conducted by other trained assessors) Results Analysis Post- Evaluation	
March	Submission of Results (End Line data) Week 1-School to District Office Week 2-District Office to Division Office Week 3-Division Office to Regional Office	
April	Capability Building	
May	-conduct of LAC Session on the Administration of RO7-EGMAT	
June		
July	Administration of RO7-EGMAT	
August	Results Analysis	
September	Submission of Reports (baseline data) Week 1-School to District Office Week 2-District to Division Office Week 3-Division Office to Regional Office	
October	Implementation of the Intervention	
November	Plan/Enhancement Program	
December		

Process Flow in the Submission of RO7-EGMAT Results



R07-EARLY GRADE MATHEMATICS ASSESSMENT RESULTS
Baseline/End Line

R07-EGMAT FORM 1A (To be accomplished by the Assessor)

Division: _____ Grade Level: _____
 School: _____ Section: _____

Legend:
 P-Passed F-Failed

No.	Name of Learner (use the Learner's Reference Number (LRN) for confidentiality of results)	Oral Counting		Rational Counting		Number Identification		Number Discrimination		Missing Number		Addition Level 1		Addition Level 2		Subtraction Level 1		Subtraction Level 2		Word Problems		Geometric Pattern Completion		Geometric Visualization		Remarks		
		P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	Numerate	Non-Numerate			
1																												
2																												
3																												
4																												
5																												
6																												
7																												
8																												
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17																												
18																												
19																												
20																												

Prepared By: _____ Assessor
 Noted: _____ Principal

R07-EARLY GRADE MATHEMATICS ASSESSMENT RESULTS
Baseline/End Line

R07-EGMAT FORM 1B (To be accomplished by the Assessor)

Division: _____ Grade Level: _____
 School: _____ Section: _____
 No. of Learners Actually Assessed: _____ Enrolment: _____

Task No.	Description/ Title	Total No. of Failed Learners
1	Oral Counting	
2	Rational Counting	
3	Number Identification	
4	Number Discrimination	
5	Missing Number	
6	Addition Level 1	
7	Addition Level 2	
8	Subtraction Level 1	
9	Subtraction Level 2	
10	Word Problems	
11	Geometric Pattern Completion	
12	Geometric Visualization	

Top 5 Tasks with the Most Number of Failed Learners

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Prepared By: _____
Assessor

Noted: _____
Principal

RO7-EARLY GRADE MATHEMATICS ASSESSMENT RESULTS
 Baseline/End Line

RO7-EGMAT FORM 2 (To be accomplished by the Adviser/Assessor)

Template for Intervention Plan/ Enhancement Program

Title: _____

Division: _____

District: _____

School: _____

Objective: _____

PHASE	ACTIVITIES	PERSONS INVOLVED	TIME FRAME	RESOURCES		SUCCESS INDICATORS
				Funds	Source of Funds	
Planning						
Implementation						
Evaluation						

Prepared by: _____

Noted: _____

Adviser/Assessor

Principal

RO7-EARLY GRADE MATHEMATICS ASSESSMENT RESULTS
Baseline/End Line

RO7-EGMAT FORM 3 (To be accomplished by the Principal)

Division: _____

School: _____

Grade Level	Enrollment	No. of Learners Assessed	Percentage of Learners Assessed	Reasons for not getting 100 % Assessment (if in case...)	Total No. of Numerates	Total No. of Non-Numerates	Percentage Non-Numerates	Top 5 Tasks with the Most No. of Failed Learners	Intervention/Enhancement Program for the Non-Numerates
1									
2									
3									

Please answer the following:

A. What are the contributing and hindering factors affecting the administration of the RO7-EGMAT?

Contributing Factors _____
 Hindering Factors _____

B. What can you suggest to improve the administration of the RO7-EGMAT?

Submitted by: _____
 School Principal

RO7-EARLY GRADE MATHEMATICS ASSESSMENT RESULTS
Baseline/End Line

RO7-EGMAT FORM 4A (To be accomplished by the PSDS)

Division: _____
District: _____

Name of School	GRADE 1			GRADE 2			GRADE 3					
	Enrollment	No. of Learners Actually Assessed	Total No. of Non-Numerates	Percentage	Enrollment	No. of Learners Actually Assessed	Total No. of Non-Numerates	Percentage	Enrollment	No. of Learners Actually Assessed	Total No. of Non-Numerates	Percentage
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
TOTAL												
Top 5 Tasks with the Most Number of Failed Learners	1											
	2											
	3											
	4											
	5											

Prepared By: _____
Public Schools District Supervisor/Cluster Principal

Noted: _____
Schools Division Superintendent

RO7-EARLY GRADE MATHEMATICS ASSESSMENT RESULTS
 Baseline/End Line

RO7-EGMAT FORM 4B (To be accomplished by the PSDS)

Division: _____

District: _____

Grade Level	Contributing Factors Affecting the Administration of RO7-EGMAT	Hindering Factors Affecting the Administration of RO7-EGMAT	Recommendation for Improvement (RO7-EGMAT Implementation)	Intervention/Enhancement Program for the Non-Numerates
Grade 1				
Grade 2				
Grade 3				

Submitted by: _____

Public Schools District Supervisor/Cluster Principal

Approved: _____

Schools Division Superintendent

RO7-EARLY GRADE MATHEMATICS ASSESSMENT RESULTS
Baseline/End Line

RO7-EGMAT FORM 5A (To be accomplished by the M & E Specialist -Division Office)

Division: _____
 District: _____

Grade Level	Enrollment	No. of Learners Actually Assessed	Percentage of Learners Actually Assessed	Total No. of Non-Numerates	Percentage	Percentage of Non-Numerates	Intervention/Enhancement Program for the Non-Numerates
Grade 1							
Grade 2							
Grade 3							

Submitted by: _____ Monitoring & Evaluation (M & E) Specialist
 _____ Education Program Supervisor-Mathematics

Noted: _____ Chief ES, Schools Governance Operations Division
 _____ Chief ES, Curriculum Implementation Division

Approved: _____ Schools Division Superintendent

RO7-EARLY GRADE MATHEMATICS ASSESSMENT RESULTS
Baseline/End Line

RO7-EGMAT FORM 5B (To be accomplished by the M & E Specialist- Division Office)

Division: _____
District: _____

Grade Level	Contributing Factors Affecting the Administration of RO7-EGMAT	Hindering Factors Affecting the Administration of RO7-EGMAT	Recommendation for Improvement (RO7-EGMAT Implementation)
Grade 1			
Grade 2			
Grade 3			

Submitted by: _____
Monitoring & Evaluation (M & E) Specialist
Education Program Supervisor-Mathematics

Noted: _____
Chief ES, Schools Governance & Operations Div
Chief ES, Curriculum Implementation Division

Approved: _____
Schools Division Superintendent

Passing Score for each RO7-EGMA Task per Grade Level

Task Number	Passing Score per Task		
	Grade 1	Grade 2	Grade 3
1	*60 or more correct responses	*75 or more correct responses	*80 or more correct responses
2	*60 or more correct responses	*60 or more correct responses	*60 or more correct responses
3	*10 out of 20 correct responses	*16 out of 20 correct responses	*18 out of 20 correct responses
4	*4 out of 10 correct responses	*7 out of 10 correct responses	*8 out of 10 correct responses
5	*4 out of 10 correct responses	*7 out of 10 correct responses	*8 out of 10 correct responses
6A	*9 out of 20 correct responses	*12 out of 20 correct responses	*15 out of 20 correct responses
6B	*2 out of 5 correct responses	*3 out of 5 correct responses	*4 out of 5 correct responses
7A	*9 out of 20 correct responses	*12 out of 20 correct responses	*15 out of 20 correct responses
7B	*2 out of 5 correct responses	*3 out of 5 correct responses	*4 out of 5 correct responses
8	*2 out of 6 correct responses	*3 out of 6 correct responses	*4 out of 6 correct responses
9	*2 out of 5 correct responses	*3 out of 5 correct responses	*4 out of 5 correct responses
10	*1 out of 7 correct responses	*2 out of 7 correct responses	*3 out of 7 correct responses

Guidelines in Determining Numerates

Grade 1 – Learner must pass Task numbers 1 – 5 plus 6A and 7A

Grade 2 – Learner must pass Task numbers 1 – 8

Grade 3 - Learner must pass Task numbers 1 – 10